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ABSTRACT

Project EXCEL, a workplace literacy project involving four small business enterprises in San Francisco, is evaluated. The project focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The businesses included the following: a communications and mass mailing firm; a dessert wholesale company; a Mexican restaurant and food product manufacturer; and an outerwear design and contract manufacturer. Three general areas comprised the evaluation: the extent to which the literacy abilities of the workforce participants improved; the extent to which their productivity improved; and the relationships between literacy gains, productivity gains, and worker advancement. Logistics of operating an English-as-a-Second-Language (ESL) oriented workplace literacy program in a series of diverse small business settings were also assessed. Evaluation instruments and procedures were developed and employed across the worksites. Conclusions are as follows: there was a need for this program; the program accomplished its overall goals; learners perceived substantial gains in language/literacy and some gains in productivity; employers perceived substantial gains in language/literacy and productivity, and saw a relationship between the two; and worker-learners demonstrated measurable and substantial gains in general language/literacy skills. Evaluation instruments and objectives of each curriculum module are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Workplace ESL Literacy in Diverse Small Business Contexts:

Final Evaluation Report on

PROJECT EXCEL

a project funded by the
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I. INTRODUCTION

This report documents the findings of an effort to evaluate Project Excel, a recently-completed workplace literacy project operated by CRDC (Career Resources Development Center), a community-based employment and training organization in San Francisco, over approximately the past 15 months. Project Excel sought to establish a series of partnerships with four small business enterprises in San Francisco. The project focused on literacy and basic skills training for limited English proficient (LEP) workers, since immigrants and refugees comprise a large proportion of the entry-level workforce in the San Francisco labor market area. The goals and objectives of the project as stated in the original proposal were to:

1. Improve the productivity, efficiency, and cost effectiveness of the LEP workforce.
2. Enable LEP workers to achieve added job security, enhanced prospects of job mobility, and greater job satisfaction.
3. Enhance the ability of employers to understand and interact more effectively with their multicultural workforce.
4. Demonstrate that communication and literacy skills can be improved through training grounded in functional content that is relevant to the workplace.
5. Establish and disseminate a replicable program and curriculum model of collaborative effort in addressing the communication and literacy skill needs of a multicultural, LEP workforce.

Project EXCEL is somewhat unique among the workplace literacy projects funded by the U. S. Department of education for two reasons: (1) it specifically targets limited-English-proficient (LEP) workers; and (2) it is working primarily with small businesses, one of the primary sources of jobs

in the U.S. economy. The small businesses involved in Project EXCEL included Ace Mailing (a communications and marketing firm), Just Desserts (a dessert producing plant with wholesale and retail outlets), Casa Sanchez (a Mexican food production plant), and Momentum (an outerwear design and contract manufacturer). Due to the first of these unique features (the LEP worker focus), the evaluation plan for Project EXCEL had to take into account the fact that the literacy skills to be acquired by workers, and the workforce productivity gains to be achieved as a result of the workplace literacy program, needed to be addressed in terms of second language acquisition issues and cross-cultural communication issues, as well as the more commonly-construed conceptualizations of workplace literacy for native speakers of English. Due to the second of these unique project features (the small business focus), the evaluation plan had to be to some extent worksite-specific, so that the specific workforce literacy and workforce productivity needs of each individual small business site engaged in Project EXCEL could be addressed.

II. Evaluation Design and Procedures

The Project EXCEL evaluation plan initially addressed the three following general evaluation questions:

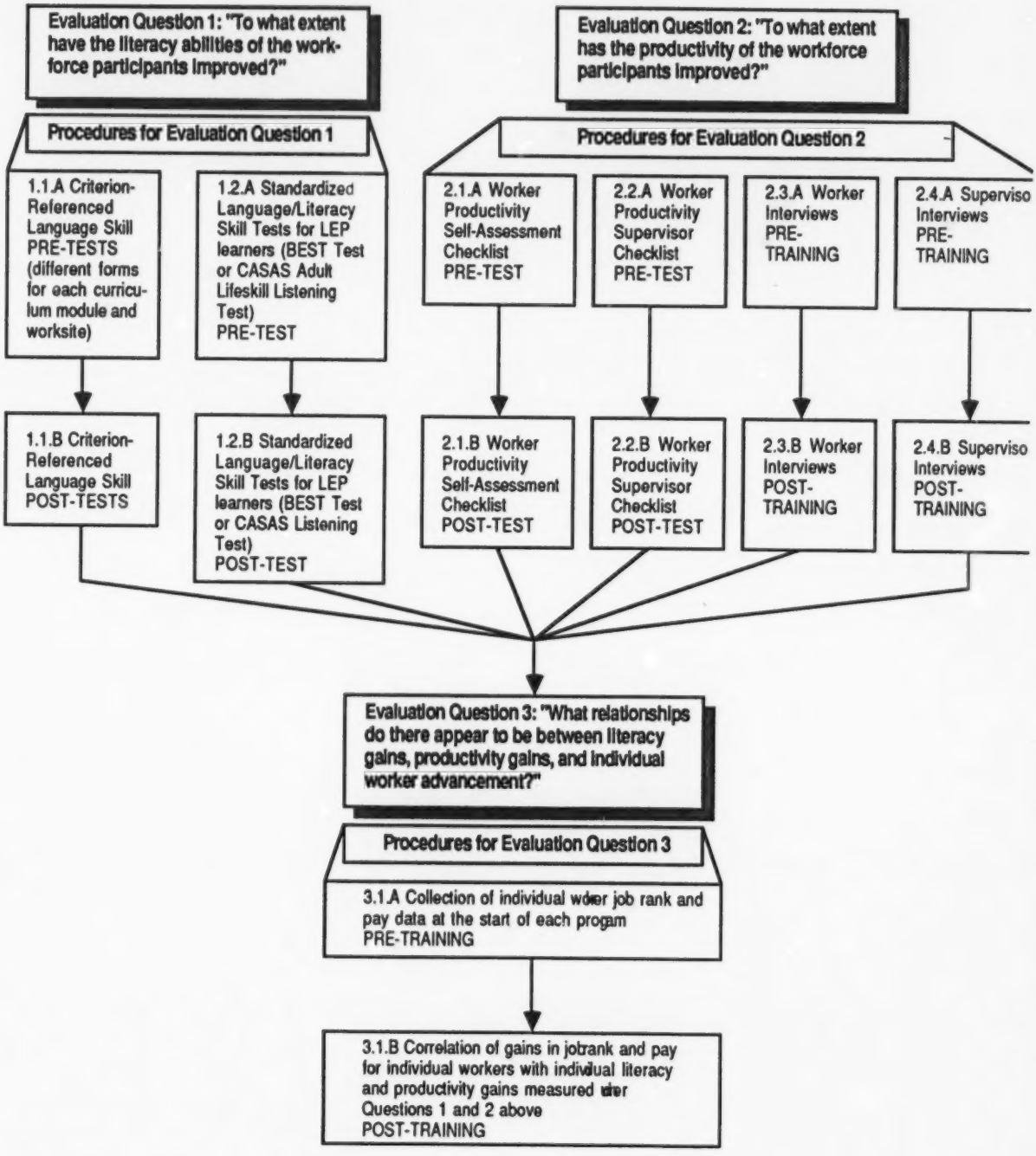
1. To what extent have the literacy abilities of the workforce participants improved?
2. To what extent has the productivity of the workforce participants improved?
3. What relationships do there appear to be between literacy gains, productivity gains, and worker advancement?

It should be noted that these evaluation questions (particularly Questions One and Two) owe substantially to the useful guidance provided to workplace

literacy project directors in the recent monograph by Thomas G. Sticht ("Evaluating National Workplace Literacy Programs," April, 1991). The third question builds upon the first two in an attempt to synthesize and correlate in a meaningful way to the lives of the workers the results gathered through the investigation of the first two questions. In addition to these questions, as the final phases of the evaluation were under way, it became apparent that an evaluation question regarding the logistics of operating an ESL-oriented workplace literacy program in a series of diverse small business settings needed to be added. Therefore, data were also gathered with respect to this latter issue.

The flow chart on the next page summarizes the initial concept of the evaluation plan. This graphic representation depicts the starting point of the evaluation effort. As noted above, the evaluation process subsequently underwent some modification due to the demands of the multiple-site, small-business nature of the workplace literacy program being evaluated.

Project EXCEL Evaluation Procedure s


Evaluation Question 1: "To what extent have the literacy abilities of the work-force participants improved?"
Evaluation Question 2: "To what extent has the productivity of the workforce participants improved?"
Procedures for Evaluation Question 1
Procedures for Evaluation Question 2
1.1.A Criterion-Referenced Language Skill PRE-TESTS (different forms for each curricu-lum module and worksite)
1.2.A Standardized Language/Literacy Skill Tests for LEP learners (BEST Test or CASAS Adult Lifeskill Listening Test) PRE-TEST
2.1.A Worker Productivity Self-Assessment Checklist PRE-TEST
2.2.A Worker Productivity Supervisor Checklist PRE-TEST
2.3.A Worker Interviews PRE-TRAINING
2.4.A Superviso Interviews PRE-TRAINING
1.1.B Criterion-Referenced Language Skill POST-TESTS
1.2.B Standardized Language/Literacy Skill Tests for LEP learners (BEST Test or CASAS Listening Test) POST-TEST
2.1.B Worker Productivity Self-Assessment Checklist POST-TEST
2.2.B Worker Productivity Supervisor Checklist POST-TEST
2.3.B Worker Interviews POST-TRAINING
2.4.B Superviso Interviews POST-TRAINING
Evaluation Question 3: "What relationships do there appear to be between literacy gains, productivity gains, and individual worker advancement?"
Procedures for Evaluation Question 3
3.1.A Collection of individual wder job rank and pay data at the start of each progam PRE-TRAINING
3.1.B Correlation of gains in jobrank and pay for individual workers with individual literacy and productivity gains measured uder Questions 1 and 2 above POST-TRAINING

Ultimately the following evaluation instruments and procedures (see Appendix for copies) were developed and employed across the worksites served by Project Excel:

A. LEP Worker Interview Protocol: used in initial stages of project to gather data on workplace literacy and language use demands, to feed into the curriculum development process.

B. Worker Productivity Self-Assessment Checklist (Form WP): a self-report device to assess individual worker perceptions of work-related literacy skills needs and development (used as pre-post in some sites, as post-only in others).

C. Supervisor's Worker Productivity Assessment Checklist (Form SWP): a supervisor's report device on individual workers covering the same items as Form WP above (used as a post-device, and to enhance validity of claims of gain).

D. Employer Program Evaluation Summary (Form ES): a summative individual written survey device used to gather management perceptions of overall program efficacy.

E. Employer Program Evaluation Summary Interview Form (Form ESI): a summative individual interview schedule used to gather management perceptions of overall program efficacy.

F. Worker Program Evaluation Summary Group Interview Form (Form WSI): a summative group interview schedule used to gather worker perceptions of overall program efficacy.

G. Standardized Skill Assessment Instruments: forms of BEST test instruments and CASAS instruments were used as some sites, some as post-tests, and some as pre-post tests.

H. Teacher-Made Skill Assessment Instruments: post-tests constructed by teachers to reflect specific curriculum content developed at each worksite for each group of worker learners.

I. Group and Individual Interviews with Program Staff: open-ended group and individual interviews were conducted with all program staff members.

J. Attendance and Related Program Documentation: these forms of data which were routinely gathered as a part of program operation were also analyzed for evaluation purposes.

III. FINDINGS

This section begins to report on evaluation findings. These findings are organized according to the major data sources that were accessible during the evaluation process, with the thrust of the analysis focusing on the project's four basic evaluation question areas (noted earlier).

A. Participant Profiles

This section presents and interprets demographic and needs assessment information gathered regarding project participants. Figure 1 on the following page reports data on workers who were participants in classes at each of the four sites during August, 1991. These data offer an instructive snapshot of the nature of the program's participants and points out some important educational needs of the population. Close to two-thirds (65%) of the workers were women, and their ages were fairly equally distributed among the ages of 20-30 (35%), 30-40 (25%), and over 40 (32%). Mexico and Latin America (combined 51%) and China or other Chinese-speaking areas (37%) were the two main areas of cultural and linguistic background of the

Project Excel Worker Participant Profiles (Enrolled during August, 1991)

Item Descriptions	Worksites				Totals	
	Momentum	Just Desserts	Ace Mailing	Casa Sanchez	Number	Per Cent
NO. OF WORKERS	52	34	26	30	142	100%
Men	2	0	5	8	49	35%
Women	50	34	21	22	123	65%
AGE						
Under 20	8	0	4	0	12	8%
20-30	7	30	6	6	49	35%
30-40	13	4	2	16	35	25%
Over 40	24	0	14	8	46	32%
NATIONAL ORIGIN						
Mexican	0	28	6	18	52	37%
Other Latin American	0	4	4	12	20	14%
Chinese	52	0	0	0	52	37%
Filipino	0	0	16	0	16	11%
Other	0	2	0	0	2	1%
EDUCATION IN HOME COUNTRY						
None	15	0	0	0	15	11%
Elementary	15	10	10	10	45	32%
High School	22	20	11	20	73	51%
College	0	4	5	0	9	6%
EDUCATION IN U.S.						
High School	0	0	2	0	2	2%
Community College	28	6	8	5	47	33%
None	24	28	16	25	93	65%
YEARS IN U.S.						
Under 5 years	20	34	16	5	75	53%
5-10 years	20	0	5	13	38	27%
Over 10 years	12	0	5	12	29	20%
CURRENT WAGE						
Minimum Wage	0	0	16	Not	16	14%
Min. Wage to $5/Hr.	52	11	5	Available	68	61%
$5-$8/Hr.	0	23	5		28	25%

Figure 1

project's worker participants. Just over 50% had a high school education, while 32% had an elementary education, and 6% reported no prior education. Most (65%) reported that they had no education in the United States, while about a third (33%) had received some community college training. The

majority (53%) had arrived in the United States within the last five years, and most (61%) were paid $5 per hour or less. This profile presents a clear picture of educational need that programs such as workplace literacy are needed in order to fulfill, inasmuch as the great majority (65%) had thus far had no opportunity to engage in any educational activities in the United States, and a substantial proportion (43%) were working with the benefit of only an elementary-level education or less. This portrait is indeed a powerful statement of educational need.

Figure 2 below reports the results of a survey of the reasons learners enrolled in the workplace literacy program. It is clear that the great majority (90%) of the workers surveyed desired to improve their communication skills on the job. It is also clear that a substantial majority of the workers (70%) want general overall improvement in their everyday English, not solely limited to specific work contexts. This identifies an important tension that seems to be critical for workplace literacy programs to wrestle with in formulating curricula: the need to balance on the one hand the language/literacy requirements of specific work tasks with oft-stated worker desire to acquire more generalizable language/literacy competencies. This issue was also identified frequently in worker interviews and staff interviews near the conclusion of the project. The Project Excel curriculum appears to have balanced well these two needs, but it is not always an easy task, and skill in doing so can have direct impact on a workplace literacy project's credibility.

Reasons for Enrolling in the Workplace Literacy Program

(N=170)

Better communication skills on the job	90%
Better everyday English	70%
Career advancement	60%
Job skills	50%
Ability to read job orders	35%
Ability to write memos	35%
Other (e.g., better salary, better pronunciation)	10%

Figure 2

B. Worker Participant Self-Reports and Analysis

Evaluation efforts were made to gain access to worker self-assessments of their own work-related literacy skills and the impact of the program on these skills, both on an individual and collective basis. Figure 3 which follows aggregates some pre-post and some post- data with respect to workers' self-assessments of their individual literacy skills. It is interesting to note that in almost all categories there are gains between the pre-training means and the post-training means. The two areas where this is not the case are Item 5 ("I can do different jobs if the boss asks me to...") and 6 ("I think I could move up and do a harder job..."). In both instances there is a slight drop from the pre-training mean to the post-training mean. One interpretation of this pattern might be that learners felt well able to do most functions already or potentially required of them--workplace literacy program or not--but this did not mean that the workers did not want to have the benefit of the workplace literacy program on the jobsite. Rather, it may mean that they do not see a direct connection between performing different or harder tasks and improved language/literacy skills. On the other hand, workers show clear gains in other language, literacy, and communications areas. In addition, they assess themselves particularly critically in the area of reading and writing skills.

Worker Self-Assessment of Productivity-Related Literacy Skills

Item Description	Pre-Training Mean (N=26) (Gathered from Just Desserts)	Post-Training Mean (N=19) (Gathered from Ace, Sanchez, & Just Desserts)
1. I can communicate with my co-workers...	2.73	3.32
2. I can communicate with my boss...	2.62	3.21
3. I can read job orders...	3.07	3.31
4. I ask questions when I don't understand...	3.15	3.37
5. I can do different jobs if the boss asks me to...	3.77	3.74
6. I think I could move up and do a harder job...	4.68	3.89
7. My reading skills are...	2.62	3.0
8. My writing skills are...	2.04	2.47

(Note: All scores are based on a 5-level scale with "1" as the lowest value and "5" as the highest. The scales and items are contained on Form WP ("Worker Productivity Self-Assessment Checklist.")

Figure 3

In summary, these data appear to show that workers believe they have shown gains in important literacy skill areas, and that they need further training, particularly in reading and writing skills. However, the workers do not in these data appear to project a necessary connection between improved language/literacy skills and flexibility to perform diverse and more complex work tasks.

In addition to a written self-report instrument, worker participants were also asked in a group interview process to discuss their experience of the program and to offer a summary evaluation. Figure 4 which follows summarizes some of the key issues that were raised in these group interviews.

Results of Worker Group Summary Evaluation Interviews

Expectations of program:	• harder than expected • easier than expected • confused if program was a part/agent of company or not, confidentiality issue • expected more strictness, like in home country, pleased at informality • program met expectations for listening, speaking, reading, writing
Type of language learned:	• fine; more writing, form-filling desired • extend the program • learned a lot of work-related English • wanted more general everyday, lifeskill English taught • more grammar and casual conversation wanted • more on taking phone messages needed
Schedule of program:	• time OK; more time to eat needed • program's flexibility appreciated • Friday classes not popular due to tiredness • In Fall classes should end earlier because of danger after dark • some had conflicts with other classes right after work
Language skill improvement:	• yes, understand more, can ask, "What did you say?" • easier to communicate in stores, restaurants • "No more, 'Uh-hum.'" before could only smile, now can understand & talk. • used to understand 30% of what boss said, now get 80%. • know more work terminology, more English grammar structure • understand instructions, complaints, illnesses, & excuses better • feel more able to talk to boss, pointing out problems & errors.
Productivity improvement:	• no, because work is all by hand and talk to boss in Spanish • improved communication ability helps do a better job & reduce mistakes • reduces need to get boss' instructions translated • more of a common language, reduces miscommunication
Started study elsewhere:	• several people have started to study ESL in other programs • one person started taking citizenship classes.
Other benefits:	• improved self-esteem • ability to seek clarification • greater curiosity of the world around them & less fear of asking about it • job is easier & safer than before • can read more things at work (memos, ingredients, measurements, minutes)
Suggested changes:	• more pronunciation • more grammar • more writing • more listening/speaking and less reading/writing • more general English

Figure 4

In terms of worker's program expectations, an important finding to take note of in the data configured above in Figure 4 is the report of some initial confusion about the program's agenda and status with respect to worker-management issues. The report of concern over confidentiality would seem to indicate that workplace literacy program staff need to make a careful effort to express clearly their role to workers as an independent educational service provider, and not as an agent of management. Program scheduling, particularly programmatic flexibility to meet worker schedule needs, was reviewed positively by workers.

With respect to types of language learned, the general message appears to be that sufficient work-related English was covered, and that more general, everyday use-related language learning was desired. This is reinforced under the category of "suggested changes," wherein it is also evident that more general English training is desired. Again, then, as noted earlier, there appears to be a pattern of workers' expressing their desire to acquire through the workplace literacy program literacy skills and knowledge that will serve them not only in their immediate work tasks but in other areas of their lives, perhaps even in other jobs in the future.

There are numerous examples in Figure 4 of important aspects of perceived language/literacy skill improvement, and almost all speak directly to on-the-job language use. Most examples cited appear also to touch on the theme of workers having gained more of a potentially proactive "voice" in their workplace, not just to respond better to direction and follow orders, but also to point out problems and errors. Information offered under "other benefits" also seems to bear out this pattern. Reports of "improved self-esteem," of "greater curiosity of the world" and "less fear" are particularly

evocative. On the other hand, examples offered of productivity improvement as a result of the workplace literacy program are more mixed, but still positive overall. Direct productivity impacts that are reported, for example, include improved safety and reductions in errors. It appears, as noted earlier, that in cases where the workers see a direct relationship between language/literacy and work tasks, then productivity gains are noted, but in instances where there is no link seen between work tasks and language/literacy skills no productivity gains are mentioned.

Another important apparent pattern which may bear further study in other programs is the report in Figure 4 that a number of workers have started study in other programs subsequent to their participation in the workplace literacy program. If this pattern is found in other programs, it could be an important indicator that workplace literacy programs may have some potential to impact on individual adult learner motivation to pursue further education.

C. Employer/Supervisor Reports and Analysis

This section discusses the results of employer and supervisor surveys and interviews with respect to perceived program outcomes. Figure 5 and Figure 6 below summarize these data.

The quantitative data reported on Figure 5 appear to indicate that overall, employers were satisfied with the program. The highest mean scores (4.33 on a 5-level scale) were recorded with respect to the quality of program operation and willingness to recommend the program to other employers. As Item 1 reports (mean 4.0), the program met employer expectations for the most part. Mean scores of 3.67 were reported for Item 2 (perceived worker language skill improvement) and Item 3 (perceived worker productivity

Employer Program Evaluation Summary

Item Description	Mean Responses (N=3)
1. This program met my expectations...	4.0
2. Overall, as a result of this program, workers' language skills have improved...	3.67
3. Overall, as a result of this program, workers' productivity has improved...	3.67
4. I would recommend this type of program to other employers...	4.33
5. The operation of the program was...	4.33

(Note: All scores are based on a 5-level scale with "1" as the lowest value and "5" as the highest. The scales and items are contained on Form ES ("Employer Program Evaluation Summary.")

Figure 5

improvement), indicating that employers also perceive there to have been substantial language and literacy skill improvement and productivity improvement on the part of worker program participants.

Figure 6 reports on qualitative data gathered from employers through their comments on evaluation forms as well as through interviews near the end of the program. The three most significant findings appear to be those that are repeated by several employers: (1) workers now appear to be more assertive, more willing to use English; (2) workers now seem to be making less mistakes; and (3) English vocabulary has improved. Informal interviews and teacher reports also characterize numerous similar employer reports that appear to associate English language skill improvement and willingness to use English language with higher productivity and improved workplace

climate and communication. Other important positive factors noted include employee ability to function more independently, the growth of a common language in the workplace, some upward job mobility, less reliance on native languages for translation, and appreciation of the program's customized curriculum and instruction.

Suggested areas of improvement include the need for more pronunciation and conversation training, a longer program, clearer communication about logistics, and ways to enhance cross-cultural communication among workers from different cultural groups.

Employer Program Evaluation Summary Comments

POSITIVE FACTORS:

- workers more willing to use English, more assertive(**)
- English vocabulary developed (**)
- less mistakes(**)
- workers can now function more independently
- less native language translation required
- focus on employee needs
- small groups for instruction
- now have common language to talk about problems on the job
- some employees promoted due to better communication skills

SUGGESTED IMPROVEMENTS:

- more interaction needed between different cultural groups
- make program longer
- more pronunciation training
- more conversation training
- clearer procedures for ironing out logistical training matters needed

[Note: Asterisks (**) indicate that a particular comment was made repeatedly. Other than this, there is no priority or frequency order in the items listed above.]

Figure 6

D. Language/Literacy Skill Gains

Standardized pre-post tests were administered to a sample of workers in one of the program's worksites (Just Desserts) to gain some understanding of the kinds of general language skill gains that might be associated with

participation in the workplace literacy program. In June, 1991, pre-test instruments developed by CASAS (Comprehensive Adult Student Assessment System) and BEST (Basic English Skills Test) were administered to 17 employees of Just Desserts who signed up for the workplace literacy program. Prior to the tests, the 17 employees were divided into two groups of different language skill levels based on interviews and manager/supervisor evaluations. CASA listening (L51) and reading (R31) tests were given to the basic group, while BEST (Form B) was given to the advanced group. In September, 1992, CASAS (L52, R32) and BEST (Form C) post-tests were administered to 11 of the 17 employees who had taken the pre-tests 14 months previously.

Language/Literacy Skill Gains on Standardized Tests

(Students #1-#7: CASAS Forms L51, L52; Students #9-#11)BEST Forms B,C)

	Listening/Fluency			Reading/Writing		
Student No.	Pre	Post	% Gain	Pre	Post	% Gain
1	196	206	5%	199	invalid	---
2	185	202	9%	177	199	12%
3	189	202	7%	188	192	2%
4	186	201	8%	186	202	9%
5	195	196	.05%	188	186	-1%
6	206	invalid	---	invalid	199	---
7	189	192	3%	196	192	-2%
8	66	71	8%	41/25	46/28	12%/12%
9	44	71	61%	28/19	31/26	11%/25%
10	76	79	4%	41/25	46/28	12%/12%
11	50	72	44%	38/23	44/25	16%/9%

Figure 7

In reviewing the data in Figure 7, it is evident that there is an overall pattern of gain in almost all cases, and these gains appear to be consistent in both reading/writing and speaking/listening areas. Even if we discount the large gains that students #9 and #11 show under listening/fluency as artifacts of specific scale scores, the overall pattern of consistent gains (with the minor exceptions of students #5 and #6 in reading/writing) is quite impressive. These data present a convincing picture, using validated standardized testing instruments, that in a workplace-focused ESL literacy curriculum, substantial and consistent gains in general literacy skill areas are demonstrated by learners.

IV. CONCLUSIONS

This section reports the major conclusions of this evaluation process, which have been arrived at after reflection on the data and interpretations presented in the foregoing findings section.

1. There was a need for this program.

As was convincingly demonstrated in the participant profiles material presented earlier, a surprisingly high proportion of the workers enrolled in the program had elementary education or less and had found no prior opportunity for education in the United States prior to the workplace literacy program. For us to develop a skilled workforce, this type of education will continue to be critical.

2. The program accomplished its overall goals in terms of service delivery.

The project accomplished a remarkable logistical feat--balancing 4 different small business sites, with all their attendant personalities, procedures, work climates, learner needs, curricular demands, and logistical matters. The services that were promised in the proposal were delivered, and

by all accounts they were delivered in a well-motivated, professional fashion that was appreciated by learners and employers.

3. Learners perceived substantial gains in language/literacy and some gains in productivity.

Learners, in general perceived benefits from the program in the following ways: a. language; b. movement to other programs; c. better productivity. By far the most frequent area of benefit expressed by learners was in the area of language and literacy. Less frequently, but still consistently, they noted productivity gains. It is clear that learners do not in all cases associate language and literacy skills with work productivity. This is a voice that we must continue to listen to and investigate. It may after all be case that the nature of some work tasks (repeated manual acts) or work organization structures (use of native language for translation) mitigates the need for much language/literacy use), and worker perceptions of a dearth of language/literacy issues in their work tasks may indeed be accurate.

4. Employers perceived substantial gains in language/literacy and productivity, and saw a relationship between the two.

Supervisors and management in general perceived benefits in the program in the same following ways. Small improvements in language ability appeared to be strongly associated with overall improvements in worker productivity. All employers agreed that they would recommend such a program to colleagues.

5. Worker-learners demonstrated measurable and substantial gains in general language/literacy skills after participation in the program.

As noted in the previous section, a sample of workers demonstrated on two different standardized testing instruments consistent and solid general language/literacy gains. Further refinement of criterion-referenced pre/post

APPENDIX

I. Evaluation Instrumentation

- LEP Worker Interview Protocol
- Worker Productivity Self-Assessment Checklist (Form WP)
- Supervisor's Worker Productivity Self-Assessment Checklist (Form SWP)
- Employer Program Evaluation Summary (Form ES)
- Employer Program Evaluation Summary Interview Form (Form ESI)
- Worker Program Evaluation Summary Group Interview Form (Form WSI)

II. Curriculum Descriptions

- Objectives for Ace Mailing Modules 1, 2, 3, & 4
- Objectives for Casa Sanchez Modules 1,2,3, & 4
- Objectives for Just Desserts Modules 1, 2, & 3
- Objectives for Momentum Modules 1, 2, & 3

CRDC Workplace Literacy Project

LEP WORKER INTERVIEW QUESTIONAIRE

Name of worker _____

Name of workplace _____

Interviewer _____

Date of Interview _____

1. Where are you from? (urban or rural, name of town or city)

2. How long have you been in the U.S.? In San Francisco? (other parts of U.S.)

3. What languages can you speak/understand? read/write?

4. Is your family here? (What language do you use with them? and they with you? Can they help you with your English?)

5. What kind of jobs did you do before you got this job? (in your country and in U.S.)

6. Worker's education:
   - Number of years in your country
   - ESL in your country and in the U.S.
   - Other skills and/or training received

7. Worker's job now:
   - how long worked here
   - worked in other departments
   - job title now
   - job duties
   - $/hr or month

8. Who do you talk to on the job? (co-workers, supervisors, managers, customers)
What language do you usually use with them ?
What do they say to you? (Give 2 examples)
What do you say to them? (Give 2 examples)
Are there people that you don't speak to? Why?

9. What do you have to read/write in English to do your job? (job orders, written memos, safety rules or signs, announcements, production reports, schedules, etc.)
What are some things you CAN'T read/write, but would like to?

10. Have you ever had any problems working with your manager, supervisor, co-workers? (Give 2 examples) What caused these problems?

11. What areas of English do you need most help in? (Listening, speaking, reading, writing) Please prioritize these skill areas.

12. What can learning more English help you do that you can't do now? (get a better job in the company, be able to talk to customers, etc.) Give 2 examples.

13. What do you hope to learn from this class? Give 3 or 4 examples.

PROJECT EXCEL

Worker Productivity Self-Assessment Checklist

Name of Worker:
Nombre del Trabajador:
姓名：_____

Date / *Fecha* / 日期 : _____

Please read each question and circle the answer to show how you feel.
Favor de marcar el número que mejor refleja su competencia.
請仔細閱讀每題的敍述，並圈出適合你的號碼.

	Poorly *Dificilmente* 極差				Well *Bien* 極佳
1. I can communicate with my co-workers in English. *Puedo comunicarme con mis compañeros en inglés.* 我可以用英文和同事交談.	1	2	3	4	5
2. I can communicate with my boss in English. *Puedo comunicarme con mi jefe en inglés.* 我可以用英文和上司交談.	1	2	3	4	5
3. I can read job orders in English. *Puedo leer órdenes en inglés.* 我可以閱讀和工作有關的英文指示.	1	2	3	4	5
4. I ask questions in English when I don't understand. *Hago preguntas en inglés cuando no entiendo.* 若有疑難，我可以用英文發問.	1	2	3	4	5
5. I can do different jobs if the boss asks me to in English. *Puedo desempeñar varios trabajos si el jefe me los pide en inglés.* 我可以明白上司的英文指示而勝任較困難的工作.	1	2	3	4	5
6. I think that I could move up in the company. *Creo que podría avanzar en la compañía.* 我認為我有能力獲得升遷機會.	1	2	3	4	5
7. My reading skills in English are.... *Mi habilidad para leer en inglés es de....* 我的英文閱讀能力是…	1	2	3	4	5
8. My writing skills in English are.... *Mi habilidad para escribir en inglés es de....* 我的英文書寫能力是…	1	2	3	4	5

Supervisor's Worker Productivity Assessment Checklist

Name of Worker_____

Name of Supervisor_____

Date_____

INSTRUCTIONS: Please read each question. Then circle the number of the answer that best describes your assessment of this worker's productivity.

1. Can communicate with co-workers...

Poorly				Well
1	2	3	4	5

2. Can communicate with supervisor...

Poorly				Well
1	2	3	4	5

3. Can read the job-related materials...

Poorly				Well
1	2	3	4	5

4. Asks questions when doesn't understand...

Never				Always
1	2	3	4	5

5. Can do different jobs if asked to...

Never				Always
1	2	3	4	5

6. Could move up and do a more challenging job...

Poorly				Well
1	2	3	4	5

7. Reading skills are...

Poor				Good
1	2	3	4	5

8. Writing skills are...

Poor				Good
1	2	3	4	5

Comments:_____

_____

Form SWP

Worker Program Evaluation Summary Group Interview Form

Name of Firm_____

No. of Workers_____

Date_____

INSTRUCTIONS TO INTERVIEWER: Please ask each question to the worker class group. Translate as needed. Responses may be in any language Then take notes on the responses in the space provided.

1. What did you expect when this program started? Was it what you thought?

2. What about the kind of English you learned in the program? Was it what you wanted to learn? How should we change it?

3. What did you think of the schedule of the program? Was it at the right times for you? What problems did you have in coming to class?

3. Do you think your language skills have improved? Can everybody give at least one example?

4. Do you think your productivity has improved? Can everybody give at least one example?

5. Has anybody started to study English in another program since starting this program? Where?

5. Can you give 2 or 3 examples of good things that happened because of the program?

6. Pretend that tomorrow you become the teacher for this class. Can you give 2 or 3 ideas for how to make the class better for the students?

Form WSI

Employer Program Evaluation Summary

Name of Employer_____

Date_____

INSTRUCTIONS: Please read each question. Then circle the number of the answer that best describes your opinion about the workplace literacy program.

1. This program met my expectations...

Not at all				A Great Deal
1	2	3	4	5

2. Overall, as a result of this program, workers' language skills have improved...

Not at all				A Great Deal
1	2	3	4	5

3. Overall, as a result of this program, workers' productivity has improved...

Not at all				A Great Deal
1	2	3	4	5

4. I would recommend this type of program to other employers...

Not a chance				Certainly
1	2	3	4	5

5. The operation of the program was...

Poorly organized				Well organized
1	2	3	4	5

6. The most useful part of the program was...

_____

_____

7. Areas where the program could be improved include. . .

_____

_____

Form ES

Employer Program Evaluation Summary Interview Form

Name of Employer_____

Date_____

INSTRUCTIONS TO INTERVIEWER: Please read each question to the employer. Then take notes on the responses in the space provided.

1. What did you expect when the workplace literacy program started? Did the program match your expectations?

2. What did you think of the operation of the program?

3. Do you think that workers' language skills have improved? Can you give some examples?

4. Do you think workers' productivity has improved? Can you give some examples?

5. Can you give 2 or 3 examples of positive things that happened because of the program?

6. Can you give 2 or 3 suggestions for how the program might be improved?

7. Would recommend this type of program to other employers? Why or why not?

8. Overall, what is your evaluation of the workplace literacy program?

Form ESI

ACE MAILING, INC.	
Module 1	Ace Basics
Module 2	Stuff it, Seal it, Sort it, and Send it
Module 3	Getting the Job Done
Module 4	May I Help You?
Module 5	Forms Made Easy
Module 6	Special Delivery: Pronunciation at Work

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OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Ace Mailing employees with classroom instruction and procedures, review the basic components of written English and the numeric system, introduce the importance of casual communication in the workplace, and help workers follow and respond to instructions with emphasis on confirming and asking for clarification when communication breakdowns occur. The aim of the activities in this module is to enable workers to feel more comfortable in a classroom setting, encourage workers to initiate and respond to casual interpersonal exchanges at work, and follow instructions with greater ease and efficiency.

Students will be able to:

1. Read and write English alphabets in upper and lower case forms.
2. Read, write and comprehend numbers.
3. Make personal contact with co-workers and staff: greetings and small talk.
4. Ask and respond to personal information questions.
5. Fill out a simple personal information form.
6. Confirm information and ask for clarification.

OBJECTIVES OF MODULE 2

This module is designed to develop practical job communication skills to enable an employee to perform responsibly and productively on the job. The lessons emphasize how to avoid misunderstandings by learning to listen to instructions, confirm them, or ask for clarifications when necessary. They also make the employee familiar with many of the key aspects of instructions-- location, sequence of events, action words etc. Finally, employees learn polite or typical manners of speech for making requests and confirming/giving instructions.

The material in this module has been designed for students at the low beginning/intermediate level (ESL 100 level).

The specific objectives of this module are:

1. Asking for locations.
2. Confirming given locations.
3. Taking and giving instructions.
4. Giving sequential instructions.
5. Making polite requests.

OBJECTIVES OF MODULE 3

This module is designed to help employees develop communication skills and strategies to improve job performance. The emphasis is on problem solving and reporting problems. Students will develop skill in identifying and reporting problems to supervisors. They will be able to discuss work performance and develop solutions to problems. Lastly, they will have a better understanding along with the capability to identify and discuss safety rules and regulations.

The material has been designed for students at the high beginning/low intermediate level (ESL 100-200 levels).

The specific objectives of this module are:

1. Report typical problems students have at work.
2. Ask co-workers/supervisor for help in solving the problem.
3. Report work completion.
4. Ask for more work.
5. Ask if work is correct.
6. Ask for explanation of incorrect work.
7. Ask about safety rules.
8. Explain safety instructions.

OBJECTIVES OF MODULE 4

Module 4 is designed to help Ace Mailing limited English proficient (LEP) employees develop communication skills and strategies to provide customers with appropriate services. The emphasis in this module is on greeting customers and explaining supervisor's or manager's absences in person as well as on the phone. They will also develop skills in handling customer requests and in taking phone messages.

Specifically, students will be able to:

1. greet customers properly,
2. offer help to customers,
3. handle customers' requests,
4. explain supervisor's/manager's absences appropriately,
5. take a message in person and on the phone.

OBJECTIVES OF MODULE 5

Ace Mailing Module 6 encompasses post office forms. It is primarily concerned with the student making the leap from inserting and sorting mail to filling out the three most frequently used bulk business mailing forms. Students will familiarize themselves with the format and vocabulary shared in all the three forms, using their experience on the job. They will practice, using real forms obtained from the post office, and individually and independently fill out different sections of the form. Lastly, they will be able to correctly calculate postage at a variety of rates.

The material has been designed for students at the intermediate level (ESL 300-400 levels).

The specific objectives of this module are:

1. Recognize the format of forms for bulk business mailing.
2. Differentiate different requirements and functions of each form.
3. Fill in information in all sections.
4. Perform accurate postage computation.
5. Fill out appropriate forms for different job orders.

Post office forms covered in the module:

1. PS Form 3602-N
   Statement of Mailing with Permit Imprints
   Third-Class Mail (Nonprofit Rates Only)
2. PS Form 3602-R
   Statement of Mailing with Permit Imprints
   Third-Class Mail (Regular Rates Only)
3. PS Form 3602-PC
   Statement of Mailing with Meter or Precanceled Postage Affixed
   Bulk Third-Class Mail (Regular or Nonprofit Rates)

OBJECTIVES OF MODULE 6

All of the modules in this series were designed to help employees of ACE Mailing develop communication skills and strategies to improve job performance. Effective communication on the job involves not only understanding co-workers and supervisors but being understood. This module provides exercises to assess and practice areas of difficulty in pronunciation. The exercises are set within a contextual framework that is familiar to the students and will ideally provide them the opportunity to transfer what they learn from the classroom to the workplace.

The specific objectives of this module are to:

1. identify sounds and combinations of sounds that are difficult for students to pronounce.

2. isolate these sounds in a series of *Listen and Repeat* exercises.

3. introduce words from the workplace that contain these sounds.

4. provide pronunciation practice in the form of a contextual, workplace-based dialogue.

JUST DESSERTS, INC.

Module 1	Bakery Vocabulary and Instructions
Module 2	Bakery Know-How
Module 3	Safe and Sweet: Safety Rules, Order Forms and Bake Sheets
Module 4	Ingredients and Processes
Module 5	Work Evaluations
Module 6	Understanding Meeting Minutes

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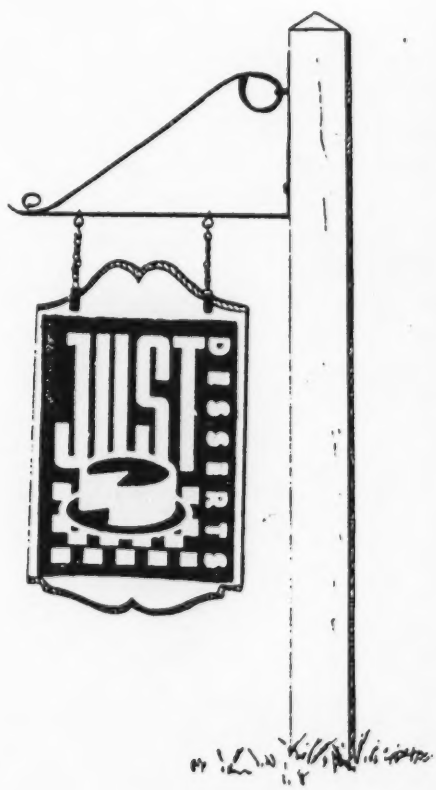
OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Just Desserts kitchen employees with bakery vocabulary and instructions. The lessons are aimed at developing work maturity and communication skills to enable an employee to perform productively and responsibly. In addition, this module introduces the concept of the American working culture by encouraging workers to ask questions when they don't understand, and to ask for clarifications when they are not certain.

The specific objectives of this module are:

1. understanding bakery vocabulary and simple instructions,
2. confirming given instructions,
3. calling to report late or absence,
4. making requests for help,
5. pointing out (potential) problems or mistakes.



OBJECTIVES OF MODULE 2

Module 1 is designed to familiarize Just Desserts kitchen employees with extended bakery vocabulary and expressions including measurements for reading and comprehending recipes as well as special order sheets and for understanding complicated oral instructions. The lessons are aimed at developing communication and reading skills to enhance performance. In addition, this module introduces the concept of "If" and the concept of "more" to enable the employees to perform even more productively and responsibly.

The specific objectives of this module are:

1. understanding bakery vocabulary and complicated instructions ("more"),
2. understanding situations of a conditional nature ("IF"),
3. giving feedback on company products,
4. understanding company recipes and special orders,
5. initiating small talk with colleagues.

The material in this module has been designed for students at the high beginning/intermediate level (ESL 200-300).

OBJECTIVES OF MODULE 3

Module 3 is designed to help Just Desserts employees develop a greater awareness and increased knowledge of possible safety hazards and the safety rules used at their jobs. Furthermore, the module also provides practice in writing memos and reading and filling out work order forms. In addition, the module also stresses identifying problems and making suggestions for avoiding safety hazards at work, thus emphasizing analytical thinking skills.

The material has been designed for students at the low intermediate level of ESL learning (200-300 levels).

The specific objectives of this module are:

1. Raising awareness of the importance of safety in the workplace.

2. The verb **to hurt** and other "accident verbs"; possessive adjectives; the irregular past tenses of some "accident verbs".

3. The importance of asking for permission to operate certain equipment and of reporting accidents.

4. Review of specific safety rules related to the workers' job site.

5. Identifying, analyzing, and finding solutions for safety hazards and accidents at work.

6. Months of the year, days of the week, and the writing of dates on company materials.

7. Reading and/or writing work-related memos, instructions, and order sheets; understanding company computer printouts and abbreviations used in them.

OBJECTIVES OF MODULE 4

Module 4 was designed to assist the bakery workers at Just Desserts achieve greater competence in one general area: achieving a greater knowledge of ingredients used on a regular basis at their workplace and the measurements and processes through which these ingredients are put.

This material has been designed for students at the low intermediate level of ESL learning (i.e., the 200-300 level).

The specific objectives of this module are:

1. A more thorough introduction or review of all the most commonly used ingredients at the bakery: fruits, nuts, some vegetables, greases, powders, liquids, spices, etc..
2. To review which desserts require which ingredients.
3. To familiarize the students with some American English idioms in which the names of these ingredients appear, so as to practice more spoken English.
4. To begin distinguishing fine differences in different types of ingredients that come from the same general group.
5. To introduce the workers to the different processes which the ingredients are put to when being used for making desserts (cubing, slicing, sugaring, etc.).
6. To review and practice the most commonly used weights and measures involved in the processing of ingredients employed at the workplace, including the differences and similarities between systems of measures and weights (decimal vs. pound-based).
7. To work with recipes used at the actual workplace in determining the amount of batter needed for certain desserts; the decoding of and computing involved in said recipe forms.

OBJECTIVES OF MODULE 5

Module 5 was designed to assist **Just Desserts** workers in one general area: to attain an increased understanding of the employee evaluation forms that are used by their company to judge their performance. The Module also attempts to further acculturate the workers by reviewing which work values are required in the American work culture and by analyzing how these values that may not necessarily be shared by the cultures from which the workers come.

This material has been designed for students at the low intermediate level of ESL learning (i.e., the 200-300 level).

The specific objectives of this module are:

1. To introduce the workers to the vocabulary used in performance evaluation forms employed at their workplace;
2. To acquaint them with the formatting of said forms and related ranking symbols and categories.
3. To familiarize the workers with the American work culture and its system of work ethics (values and criteria).
4. To relate the American work ethic to the workers' performance evaluation forms;
5. To contrast the above with the workers' native work cultures.

OBJECTIVES OF MODULE 6

This is the last module for LEP employees at Just Desserts bakery. The main topic of this curriculum is comprehending written meeting minutes which in themselves recycle all the vocabulary and job-related materials already covered in the previous modules. Specific reading skills such as reading headers, bold-faced and italic words, first sentence of each paragraph, and making a meaningful guess in the context are individually taught and constantly reinforced in different reading activities. Moreover, the use of a bilingual dictionary, a English-Spanish Spanish-English one for the LEP group at Just Desserts, is also introduced in order to better equip the learner with future self study capabilities once this last module comes to an end.

The material in this module has been designed for students at the intermediate level (ESL 300-400).

Specific objectives are as follows.

1. Pre-read meeting minutes.
2. Select, read and understand important sections in meeting minutes.
3. Ask for meaning, definition, or translation.
4. Guess meaning in the context.
5. Use a bilingual dictionary.

CASA SANCHEZ, INC.	
Module 1	Basics of Customer Service
Module 2	Solving Problems on the Job
Module 3	What's a Good Worker?
Module 4	Greater Relations, Greater Productivity
Module 5	Overcoming Obstacles at Work
Module 6	Program Review

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Objectives of Module 1

Module 1 is designed to help Casa Sanchez employees develop communication skills and strategies to perform productively and responsibly on the job. The emphasis in this module is on providing good customer service when Casa Sanchez drivers meet with storekeepers at different sales locations. The drivers will develop skills in handling customer complaints/requests as well as making polite requests themselves.

Students will be able to:

1. name the products they deliver in English.
2. identify and describe problems associated with the products they sell.
3. recognize and comprehend common storekeepers' complaints.
4. respond appropriately to store keepers' complaints.
5. handle store keepers' requests appropriately.
6. make polite requests.
7. recognize and understand the concept of "mark-ups" in pricing products.

OBJECTIVES OF MODULE 2

This module is designed to help LEP employees develop problem solving skills and strategies to improve job performance. The emphasis is on problem solving and communicating with customers. Students will develop skills in identifying and reporting problems to managers, pointing out possible causes of problems, making suggestions, and negotiating with customers.

The material has been designed for students at the high beginning to intermediate level (ESL 100-300 levels).

The specific objectives of this module are:

1. Identify common problems on the job and point out possible causes of the problems.
2. Recognize different degrees of importance of problems.
3. Report typical problems students have at work.
4. Make suggestions or provide input for problem solving.
5. Negotiate with store or restaurant personnel appropriately.
6. Understand the importance of providing quality customer service.

OBJECTIVES OF MODULE 3

Module 3 is designed to help Casa Sánchez employees to develop a greater knowledge of cultural aspects of workers' performance. Specific topics dealt with herein include the importance of punctuality, non-verbal communication, ethical behavior at work, and benefits to which employees are entitled in the U.S. as well as what American employers expect of their workers.

The material has been designed for students at the high beginning or low intermediate level (ESL 100-200 levels).

The specific objectives of this module are:

1. Personal introductions and small talk about home and work.
2. Use of non-verbal communication such as eye contact and gestures.
3. The cultural importance of time in the U.S.; excuses for lateness and absences; and the significance of punctuality and deadlines.
4. Attributes that make for a good worker, plus review and expansion of related adjectives.
5. Cultural differences in work ethics between the U.S. and other countries; plus reality and myth in the "Protestant Work Ethic".
6. Benefits that U.S. workers are entitled to and expectations that most American employers have of their employees.

OBJECTIVES OF MODULE 4

Module 4 is designed primarily to help Casa Sánchez employees develop greater facility in writing memos and brief business letters related to "giving notice" at work. It also stresses the cultural importance of good social relations among workers, their interdependence as it affects their productivity, as well as the significance of being flexible and versatile at work, and clear in understanding complicated job instructions.

The material has been designed for students at the low intermediate level of ESL studies (levels 200-300).

The specific objectives of this module are:

1. Clarifying and giving complicated instructions.
2. Cultural and economic importance of flexiblity and versatility on the job in the U.S..
3. Verbal and written "giving notice" to employers for lateness and absences; writing of brief business letters for same.
4. Parts of the body and common medical conditions as they relate to lateness to and absences from work; review of possessive adjectives used in conjunction with parts of the body.
5. Asking to speak or consult with management; cultural importance of choosing the most appropriate moment.
6. Good social relations on the job and their effect on the company's productivity; teamwork in American companies; plus effect of other workers' job conduct on the employees' productivity for good or ill.

OBJECTIVES OF MODULE 5

This module groups different aspects of working in the food industry which may prove to be challenging or personally dangerous to the employees. Some aspects involve work habits, others involve experiencing the prejudice that comes from stereotypes held by some customers, while others involve mistakes commonly made in the food industry plus safety hazards and prevention typical in that industry.

The material has been designed for students at the high beginning and low intermediate levels (ESL 300-400 levels).

The specific objectives of this module are:

1. Reading and understanding performance evaluation forms.
2. Understanding the managerial mentality that goes into assessing workers' strengths in the American workplace.
3. Examining the nature of prejudice and stereotypes in general, including race, ethnicity, gender, and age.
4. Practicing ways to manage other people's prejudices so as to carry on with business in the face of prejudiced clients.
5. Learning to prevent some of the most common mistakes made by driver-deliverers and food preparers in the industry.
6. Introducing the student to the vocabulary related to parts of the body, "accident" verbs, and the reporting of accidents.
7. Learning what are the most common sources of accidents in the food preparation and delivery industry.
8. Writing reports communicating a work-related accident.
9. Identifying and responding to signs warning against possible work-related hazards and injuries.

OBJECTIVES OF MODULE 6

Module 6 was designed to help the students review the main points taught during the previous five modules. The overall objectives were to reinforce what had already been explained and to make sure that students who joined the program after its inception were not left out of the most important points of the program. By most important points we mean those that: 1- had the greatest immediate relevance and utility to the workers in their everyday duties (their "workplace English") and 2- that proved to be useful for them in everyday life ("general English").

The specific objectives of this module were:

1. The most commonly used vocabulary related to driver-deliverers of Mexican food.
2. Adjectives of expressions used to describe conditions of products.
3. Ways to address customers' complaints and requests.
4. The process of calculating wholesale and retails prices, and the concept of mark-up.
5. Speculating about or giving reasons for events during the work day (the concepts of "if" and "because", i.e., conditionality and causality).
6. Question words and the syntactical patterns of questions in English.
7. Commonly used idiomatic expressions related to usage of time; cultural value of time efficiency in the United States.
8. Good worker traits in the service sector.
9. Reporting states of health and work-related accidents and injuries.
10. Requesting time to speak with management.
11. Vocabulary used in work performance evaluation forms and the American cultural values reflected in them.
12. Practice in writing work performance evaluation forms and the value system that goes behing them.
13. Dealing with prejudice clients and stereotypes they may have of the worker's racial or ethnic group.

MOMENTUM, INC.	
Module 1	A Fashionable Beginning
Module 2	A Stitch of Common Sense
Module 3	Can you help me with fractions?
Module 4	Doing My Job
Module 5	Piecing it all together

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OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Momentum garment workers with classroom instruction and procedures, review the basic components of written English and the numeric system, introduce some basic sewing terminology and the importance of casual day to day communication in the workplace. The aims of the activities in this module is to enable workers to feel more comfortable in a classroom environment, and initiate or interact with co-workers and superiors in English with greater fluency.

Students will be able to:

1. read and write the English alphabets in upper and lower case forms.

2. associate the most basic English sounds with their corresponding symbols - beginning phonics.

3. read, write, and comprehend ordinal and cardinal numbers.

4. name and ask for common sewing tools politely.

5. ask for repetition during communication breakdowns.

6. initiate and participate in casual small talk with co-workers and superiors.

OBJECTIVES OF MODULE 2

Module 2 is designed to introduce five new competencies related to the garment making industry while reviewing and reinforcing basic functional language previously taught in Module 1. Workers at Momentum, Inc. will gain competency in recognizing and naming basic colors, articles of clothing, sizes, seasons of the year and parts of the body. Students will broaden their small talk repertoire by learning to compliment each other on their appearances and show concern for each other by asking and responding to questions concerning their health.

The students will be able to:

1. read, write, and comprehend names of basic colors and their abbreviations as they appear on Momentum spec sheets; describe colors they are wearing. New verb: I'm wearing...

2. read, write and comprehend common articles of clothing; name clothing they are wearing. New verbs: put on, take off, I have, I need...

3. make compliments about appearance and clothing; respond appropriately to compliments. New verb: I like...

4. recognize and describe sizes commonly found on clothing labels; describe the fit of clothing they wear. New verb: try on

5. read, write and comprehend the four seasons of the year; catagorize clothing and colors according to seasons. New language: This/that is for summer.

6. name different parts of the body.

7. show concern for each other's health; describe sources of pain and discomfort. New verb: My head hurts.

OBJECTIVES OF MODULE 3

Module 3 is designed to introduce six new competencies relating to the work and the working culture of Momentum, Inc. while reviewing and reinforcing basic functional language taught in the previous two modules. Workers at Momentum, Inc. will gain competency in describing common physical ailments, expressing sympathy for co-workers with sickness, and calling in sick themselves. Because the company receptionist is often away her desk, the workers will learn to help answer the phone. The class will also learn to use the modal expressing ability and possibility "CAN" to describe what they can/can not do and request for assistance. Finally, Momentum workers will understand the meaning of fractions and gain greater competence in using rulers, yardsticks and measuring tapes.

The students will be able to:

1. recognize and express common physical ailments.
2. express sympathy and concern for co-workers with sickness.
3. call in sick to work.
4. assist in answering the phone and asking callers to call back at a more convenient time.
5. use the modal of ability "CAN" to express things that they can and can not do.
6. use the modal of possibility "CAN" to request for help and guidance.
7. understand the meaning and representation of fractions.
8. comprehend, read and write fractions as they usually appear in their sewing specifications.
9. use rulers, yardsticks, and measuring tapes with greater ease and competence.

x

OBJECTIVES OF MODULE 4

Module 4 is designed to introduce four new competencies relating to the work and working environment of Momentum, Inc.. The first unit allows the worker-students to review and apply their knowledge of fractions and use of measuring instruments to measure width, length, height, seam allowances and body parts. Several grammar points are highlighted in this module to bring about greater accuracy in spoken English. The workers will achieve functional competency in describing and responding to common questions regarding their jobs, describing common work procedures, giving instructions, and asking for and responding to requests for help. Finally, in the last unit, the workers will recognize and comprehend special notices and important safety signs around Momentum, Inc..

The students will be able to:

1. measure and respond to questions about seam allowances, the width, and length of garments.

2. measure and respond to questions about body measurements and height.

3. understand and use possessive pronouns (my, your, his, her, and their) in spoken English correctly.

4. understand and use demonstrative adjectives (this, that, these, and those) in spoken English correctly.

5. recognize names of jobs and job duties at Momentum, Inc..

6. introduce themselves and describe their jobs and job duties to people.

7. comprehend and respond to common interrogative questions (who, what, when, where, why, which, how) about their jobs.

8. describe common work activities and procedures (verbs) in simple present and present continuous tense forms:
   Example: I iron shirts every day.
   I'm ironing shirts right now.

9. give instructions using the imperative form:
   Example: Iron the shirts!

9. ask for help and respond to requests for help

10. recognize and understand special notices and safety signs around the sewing factory and the building.

OBJECTIVES OF MODULE 5

Module 5 introduces five new competencies related to the work and communication at Momentum, Inc. while reviewing and reinforcing materials taught in the previous four modules. In this module, workers will identify and name fabrics used at Momentum by sight. They will also learn to recognize the written form of fabric names which will inevitably help them in reading the company inventory sheet and clothing labels. Following a unit on reading a simplified company inventory sheet, the workers will learn to identify and name fabric designs used at Momentum and express their opinions on whether designs and colors match well together or not. The longest unit in the module is dedicated to naming basic parts of a garment which will eventually lead to naming parts of a typical Momentum ski jacket. Finally, the last unit touches on describing common sewing problems and suggesting solutions to the described problems.

The students will specifically be able to:

1. recognize and name fabric types used at Momentum.
2. express their opinions on whether the fabric type is easy or difficult to sew.
3. identify the written form of fabric names and learn to read and comprehend a simplified company fabric inventory sheet.
4. read and pick out specified information from clothing labels.
5. interpret the percentages that usually appear on fabric content labels.
6. understand the necessity of company inventory sheets and fill out parts of an inventory grid.
7. identify and name fabric designs used at Momentum and express their opinions on whether certain designs and colors match well or not.
8. identify and name parts of a garment and a typical Momentum ski jacket.
9. describe common sewing problems and suggest solutions to remedy the problems.

Employer Program Evaluation Summary Interview Form

Name of Employer_____

Date_____

INSTRUCTIONS TO INTERVIEWER: Please read each question to the employer. Then take notes on the responses in the space provided.

1. What did you expect when the workplace literacy program started? Did the program match your expectations?

2. What did you think of the operation of the program?

3. Do you think that workers' language skills have improved? Can you give some examples?

4. Do you think workers' productivity has improved? Can you give some examples?

5. Can you give 2 or 3 examples of positive things that happened because of the program?

6. Can you give 2 or 3 suggestions for how the program might be improved?

7. Would recommend this type of program to other employers? Why or why not?

8. Overall, what is your evaluation of the workplace literacy program?

Form ESI